



**READING COMPREHENSION OF RECOUNT TEXT OF THE
EIGHTH GRADE STUDENTS OF MTS. TASYWIQUL BANAT
JEPARA IN THE ACADEMIC YEAR 2013/2014 TAUGHT
BY USING RECIPROCAL TEACHING**

**By:
Eva Zuliyana
NIM 201032184**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**



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SKRIPSI

**Presented to the University of Muria Kudus in Partial Fulfillment of the
Requirements for Completing the Sarjana Program in the Department of
English Education**

**By:
Eva Zuliyana
NIM 201032184**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF MURIA KUDUS
2014**

MOTTO AND DEDICATION

MOTTO:

- ❖ There is no impossible word if we never give up. Keep studying and praying to Allah
- ❖ The biggest adventure you can ever take is to live the life of your dreams (Oprah Winfrey)
- ❖ Marahlah sebentar, bergembiralah yang lama, mencintai seumur hidup (Mario Teguh).

DEDICATION:

This Skripsi dedicated to:

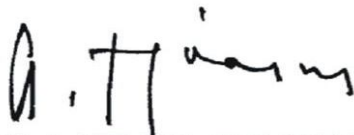
- ❖ Her beloved parents who always prays for her success.
- ❖ Her beloved young sister who gives motivation every time.
- ❖ Her friends in “Dugong Family” who give attention and support her.

ADVISORS' APROVAL

This is to certify that the Skripsi of Eva Zuliyana (NIM. 201032184) has been approved by the skripsi advisors for the further approval by the Examining Committee.


Kudus, August 2014

Advisor I



Dr. H. A. Hilal Madjidi, M.Pd.
NIS. 0610713020001020

Advisor II



Fitri Budi Suryani, SS, M.Pd
NIS. 0610701000001155

Acknowledged by

The Faculty of Teacher Training and Education

Dean,



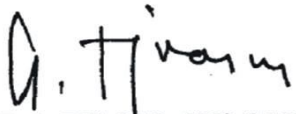
Dr. Slamet Utomo, M.Pd
NIP. 196212191987031015

EXAMINERS' APPROVAL

This is to certify that the Skripsi of Eva Zuliyana (NIM 2010-32-184) has been approved by the Examining Committee as a requirement for the Sarjana Degree in English Education Department.

Kudus, August 30th 2014

Examining Committee:



Dr. H. A. Hilal Madjidi, M.Pd
NIS. 0610716020001020

, Chairperson



Fitri Budi Suryani, SS, M.Pd
NIS. 0610701000001155

, Member



Nuraeningsih, S.Pd, M.Pd
NIS. 0610701000001201

, Member



Aisvah Ririn PU, SS, M.Pd
NIS. 0610701000001228

, Member

Acknowledged by

The Faculty of Teacher Training and Education

Dean


Dr. Slamet Utomo, M.Pd
NIP. 19621219 198703 1 015

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Kudus, August 2014

Eva Zuliyana

ABSTRACT

Zuliyana, Eva. 2014. *Reading Comprehension of Recount Text of the Eighth Grade Students of MTs. Tasywiqul Banat Jepara in the Academic Year 2013/2014 Taught by Using Reciprocal Teaching*. Skripsi: English Education Department, Teacher Training and Education Faculty of Muria Kudus University. Advisors: (i) Dr. H. A. Hilal Madjdi, M.Pd. (ii) Fitri Budi Suryani, S.S, M.Pd.

Key word: Reading Comprehension, Reciprocal Teaching

Reading is the basic skill of education and the most important skill in everyday life. However, the fact shows that generally students have low interest in reading. In this case the teacher should use appropriate method or technique to make the students more interest and active in the classroom. Reciprocal teaching is one of technique that can help the students understand the text more, understand meaningful questions and understand other people's opinions. It hopefully can improve the students' reading comprehension.

The objective of this research is to find out whether there is significant difference in the reading comprehension of recount text of the eighth grade students of MTs. Tasywiqul Banat Jepara in academic year 2013/2014 before and after being taught by using reciprocal teaching.

The design of this research was quasi-experimental research with pre-test and post-test. There is a try out before the test, and then it is continued by validity and reliability test. The instrument of the research was multiple choices test that used recount text as the material. This research is conducted at the eighth grade students of MTs. Tasywiqul Banat Jepara in academic year 2013/2014. The class consists of two classes; they are class A and B. In this research, the writer chooses class VIII-A which consists of 40 students to conduct the research.

The result showed that the reading comprehension of the eighth grade students of MTs Tasywiqul Banat Jepara in academic year 2013/2014 before being taught by using reciprocal teaching is categorized as sufficient. The Mean and standard deviation are 63.9 and 8.75. Meanwhile, the reading comprehension of the eighth grade students of MTs Tasywiqul Banat Jepara in academic year 2013/2014 after being taught by using reciprocal teaching is categorized as good. The Mean and standard deviation are 79.5 and 7.5. The calculation of t-test gets result 21.74 with the level of significant 0.05 and degree of freedom (df) 39 which is gained $N1 - 1$, t-table is 2.042.

It is concluded that there is significant difference between reading comprehension of recount text of the eighth grade students of MTs Tasywiqul Banat Jepara in academic year 2013/2014 before and after being taught by using reciprocal teaching. It means that the students made significant progress in reading comprehension.

Considering the process and results of this research, the writer suggests that reciprocal teaching can be used as alternative technique to teach English reading comprehension. In fact, Reciprocal teaching can improve the English reading comprehension and make the students more active during teaching learning process.



ABSTRAK

Zuliyana, Eva. 2014. *Pemahaman Membaca Teks Recount dari Siswa Kelas Delapan MTs. Tasywiqul Banat Jepara dalam Tahun Ajaran 2013/ 2014 Diajarkan dengan Menggunakan Pengajaran Timbal Balik*. Skripsi: Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Dr. H. A. Hilal Madjdi, M.Pd. (ii) Fitri Budi Suryani, S.S, M.Pd.

Kata kunci: Pemahaman Membaca, Pengajaran Timbal Balik

Membaca adalah dasar utama dalam pendidikan dan merupakan ketrampilan yang paling penting dalam kehidupan sehari – hari. Namun fakta menunjukkan secara umum siswa mempunyai keinginan rendah dalam membaca. Dalam hal ini guru perlu menggunakan metoda atau teknik yang sesuai untuk membuat para siswa lebih berminat dan aktif di dalam kelas. Pengajaran timbal balik adalah satu teknik yang dapat membantu para siswa memahami teks lebih, memahami pertanyaan penuh arti dan memahami pendapat orang lain. Itu diharapkan dapat meningkatkan pemahaman membaca siswa.

Tujuan dari penelitian ini adalah untuk menemukan apakah ada perbedaan yang berarti pada pemahaman membaca dari teks recount pada siswa kelas delapan MTs. Tasywiqul Banat Jepara dalam tahun ajaran 2013/2014 sebelum dan sesudah diajarkan menggunakan pengajaran timbal balik.

Desain dari penelitian ini adalah percobaan semu dengan pre-test and post-test. Ada uji coba sebelum tes lalu dilanjutkan dengan uji validitas dan realibilitas. Instrument dari penelitian ini adalah melalui tes pilihan ganda yang mana menggunakan teks recount sebagai materinya. Penelitian ini dilakukan pada siswa kelas delapan MTs. Tasywiqul Banat Jepara dalam tahun ajaran 2013/2014 yang terdiri dari dua kelas, yaitu kelas A dan B. Dalam penelitian ini, peneliti memilih kelas delapan A yang terdiri dari 40 siswa.

Hasil penelitian menunjukkan bahwa pemahaman membaca pada siswa kelas delapan MTs. Tasywiqul Banat Jepara dalam tahun ajaran 2013/2014 sebelum diajarkan dengan menggunakan pengajaran timbal balik dikategorikan cukup. Nilai rata – rata dan standar deviasi adalah 63.9 dan 8.75. Sementara, pemahaman membaca pada siswa kelas delapan MTs. Tasywiqul Banat Jepara dalam tahun ajaran 2013/2014 sesudah diajarkan dengan menggunakan pengajaran timbal balik dikategorikan bagus. Nilai rata – rata dan standar deviasi adalah 79.5 dan 7.5. Perhitungan dari t-test (t_0) mendapatkan hasil 21.74 dengan taraf perbedaan dalam tingkat kepercayaan 5% (0.05) dan derajat kebebasan (df) 39 yang mana diperoleh dari $N1 - 1(40 - 1)$, t-table (t_t) adalah 2.042.

Hal ini dapat disimpulkan bahwa ada perbedaan yang berarti pada pemahaman membaca teks recount pada siswa kelas delapan MTs. Tasywiqul Banat Jepara dalam tahun ajaran 2013/2014 sebelum dan sesudah diajarkan

menggunakan pengajaran timbal balik. Hal ini berarti siswa membuat peningkatan yang berarti dalam pemahaman membaca.

Mempertimbangkan proses dan hasil dari penelitian ini, penulis menyarankan pengajaran timbal balik dapat digunakan sebagai teknik alternative untuk mengajar pemahaman membaca bahasa Inggris. Kenyataanya, pengajaran timbal balik dapat meningkatkan pemahaman membaca bahasa Inggris dan membuat siswa lebih aktif selama proses pembelajaran.



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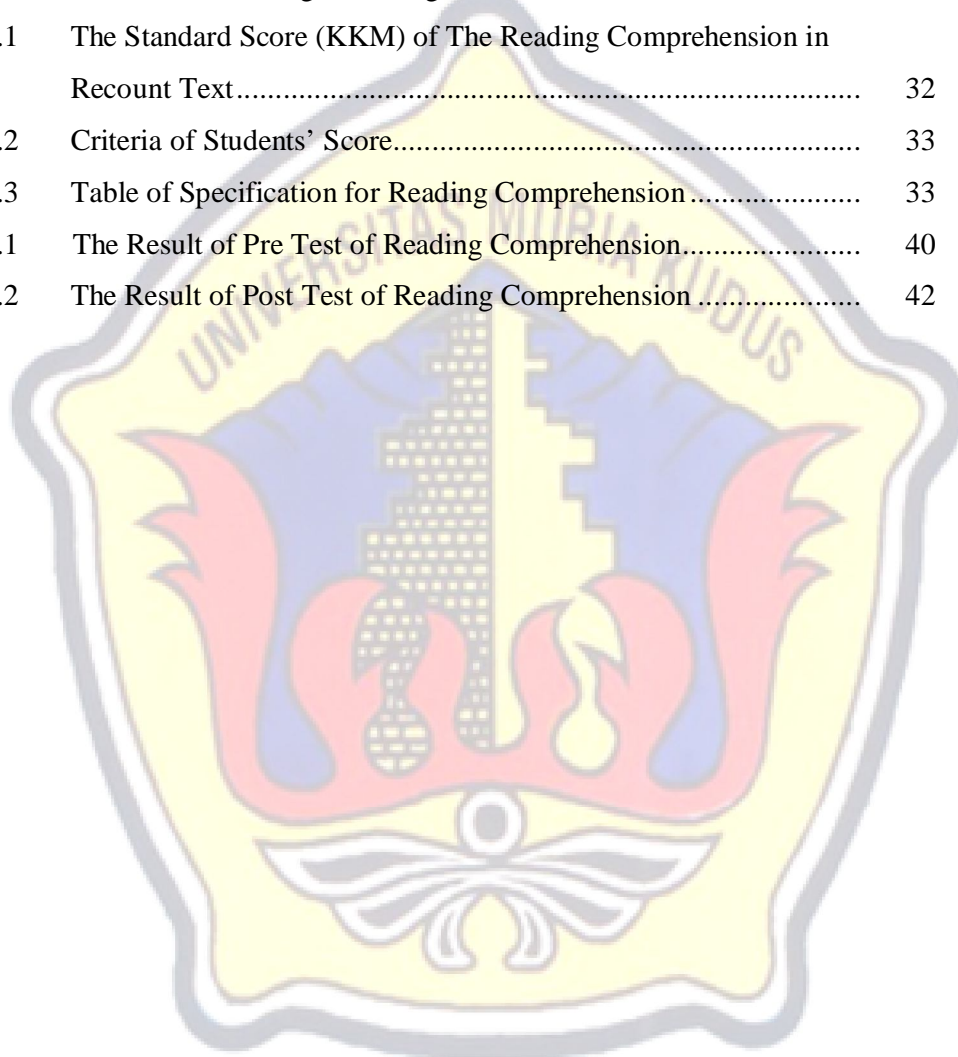
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